

## **PS099** Essex Elementary School

Assessment	Summary	Overall

GRAD 2

All Students						Little+	Standard+	
	N	Little	Below	Nearly	Achieved	Honors		
Early Reading	118	8%	4%	12%	27%	48%	13%	75%



## **PS099** Essex Elementary School

**Assessment Summary Gender** 

GRAD 2

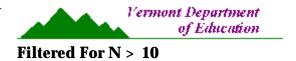
Female							Little+	Standard+
	N	Little	Below	Nearly	Achieved	Honors	Below	Honors
Early Reading	52	4%	4%	6%	27%	60%	8%	87%
Male							Little+	Standard+
	N	Little	Below	Nearly	Achieved	Honors	Below	Honors
Early Reading	66	12%	5%	17%	27%	39%	17%	67%

### **PS099** Essex Elementary School

Assessment Summary Race/Ethnicity

GRAD 2

Asian							Little+	Standard+
	N	Little	Below	Nearly	Achieved	Honors	Below	Honors
Early Reading	*	*	*	*	*	*	*	*
African American							Little+	Standard+
	N	Little	Below	Nearly	Achieved	Honors	Below	Honors
Early Reading	*	*	*	*	*	*	*	*
White							Little+	Standard+
	N	Little	Below	Nearly	Achieved	Honors	Below	Honors
Early Reading	*	9%	4%	12%	27%	49%	13%	75%



### **PS099** Essex Elementary School

Assessment Summary Disability

GRAD 2

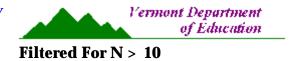
Non Special Needs Studer	nts						Little+	Standard+
	N	Little	Below	Nearly	Achieved	Honors	Below	Honors
Early Reading	107	6%	3%	10%	28%	53%	8%	81%
Special Needs Students							Little+	Standard+
	N	Little	Below	Nearly	Achieved	Honors	Below	Honors
Early Reading	11	36%	18%	27%	18%	0%	55%	18%

## **PS099** Essex Elementary School

<b>Assessment Summary</b>	Free/Reduced Lunch/Milk
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GRAD 2

Not Free/Reduced							Little+	Standard+
	N	Little	Below	Nearly	Achieved	Honors	Below	Honors
Early Reading	*	5%	5%	10%	29%	52%	9%	81%
Free/Reduced							Little+	Standard+
	N	Little	Below	Nearly	Achieved	Honors	Below	Honors
Early Reading	*	*	*	*	*	*	*	*



## **PS099** Essex Elementary School

GRAD 2

Not English Language Learn	ers						Little+	Standard+
	N	Little	Below	Nearly	Achieved	Honors	Below	Honors
Early Reading	*	8%	4%	12%	26%	50%	13%	76%
English Language Learners							Little+	Standard+
	N	Little	Below	Nearly	Achieved	Honors	Below	Honors
Early Reading	*	*	*	*	*	*	*	*